

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is important in human life. The language can be seen as a tool of communication which is used to do their activities. The people need language to communicate and send their expressions. By using language, people are able to communicate one to another, to express their ideas and thoughts in oral, in the written form or body language, and the people can take knowledge. By understanding what other people say, there will not happen miscommunication and misunderstanding. Of course, to understand the language, people should have ability about the language. English is an international language and the most widely spread medium of communication. Further, English can help many people to deliver ideas, opinions, messages, and get information. English is an international language is used by almost people in the world. English is also used for the language of some science books and technologies.

In Indonesia, English is the first foreign language. It is learnt as the compulsory subject for student of junior high school, senior high school, and university level. It means that the students need to master all of the language skill. In English, there are

four skills in learning, they are listening, speaking, reading, and writing. And students also learn some aspects in English language such as vocabulary, grammar, and pronunciation.

Most of students in Indonesia still also do not have the ability to speak English, although they have graduated from senior high school. The students cannot do that because they lack of vocabulary. According to Schmitt and McCarthy, vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all language.¹ It is clear that English can only be understood when student have vocabulary. No matter how clever the student in grammar if they lack in vocabulary they cannot master English itself.

Lewis cited in Mart stated that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary.² It is clear that vocabulary plays an important role for the student to use English for communication. It is also tell us that vocabulary influences the students' language skill including listening skill.

Based on the preliminary research, the researcher found some problems faced by the students at the first semester of Seventh Grade of MTs DiniyyahPutri Lampung. There are various factors that may be the reason of the failure in teaching vocabulary

¹Schmitt & McCarthy, *Vocabulary: description, acquisition and pedagogy*, (New York: Cambridge University Press, 2000) p. 140

²C. T. Mart, Developing Speaking Skills through Reading, *International Journal of English Linguistics*, Vol. 2, No. 6, 2012

and listening. By interviewing the English teacher, the researcher found that the students have problems in listening and vocabulary. The teacher said that the students are difficult to understand what the speaker says. The result of preliminary research can be seen in Table 1 and Table 2

**Table 1
Students' Score of Vocabulary at the First semester of Seventh Grade of MTs DiniyyahPutri Lampung in 2017/2018 academic Year**

No	Students Score	Number of Students	Percentage
1	<75	86	56%
2	≥ 75	67	44%
	Total	153	100%

Source: *Documentation from English teacher of MTs DiniyyahPutri Lampung in the academic year of 2017/2018*

Based on the interview, it was found that only 67 students of 153 students who got the standard score of the criteria of minimum mastery, while the other 86 students get the score below the criteria. It indicates that most students still face difficulties in vocabulary.

**Table 2
Students' Score of Listening at the First semester of Seventh Grade of MTs DiniyyahPutri Lampung in academic Year of 2017/2018**

No	Students Score	Number of Students	Percentage
1	<75	94	61%
2	≥ 75	59	39%
	Total	153	100%

Source: *Documentation from English teacher of MTs DiniyyahPutri Lampung in the academic year of 2017/2018*

Based on the interview, 94 students who get score < 75, and 59 students get the score ≥ 75 . It is obvious that more than 50% of students need to increase their listening

comprehension because at MTsDiniyyahPutri Lampung, the criteria score of minimum mastery (KKM) is 75.

According to Osada, vocabulary is one of potential problem in learning English.³ It means that if the listener has limited vocabulary she/he will get difficulties to understand what she/he listen. It means that there is a relation between vocabulary mastery and listening comprehension in order to know the word in its usage and meaning. It can be noticed when people listen to native speaker they can absolutely understand about the word that said by the native speaker if they have mastered the vocabulary.

Based on the previous research that was done by Marwaziyah with the title the correlation between students' vocabulary mastery and students' speaking ability at the first semester of eighth class of SMPI As-SyifaBumiRahayu – Pardasuka – Katibung – South Lampung in 2014/2015 academic year, it was found that there was positive correlation between students' vocabulary mastery and their speaking ability. Because by seeing the result of the data calculation where null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted. So she concluded that good vocabulary enables good speaking short speech. It is supported by scores the students achieved, in which they received higher scores after the researcher gave the test.⁴ The

³Nobuka Osada, Listening Comprehension Research: A Brief Review of the Past Thirty Years, *Dialogue*, Vol. 3, 2004, p. 62

⁴VinaMarwaziyah, *The Correlation Between Students' Vocabulary Mastery and Students' Speaking Ability at the First semester of Eighth Class of SMPI As-SyifaBumiRahayu – Pardasuka –*

differences between this research and the previous research are in the objectives was to know and describe whether there is correlation between students' vocabulary mastery and students' speaking ability and the variable of the research was students' speaking ability.

Another research that was done by Fauzi with the title the correlation between students' vocabulary achievement and speaking ability, there were two things which were discussed in this study, vocabulary mastery and speaking fluency. The result of his research is there was a positive correlation between student vocabulary achievement and speaking ability.⁵ The differences between this research and the previous research are in the objective was to confirm that there is a significant correlation between students' vocabulary mastery and their speaking fluency and the variable of the research was students' speaking ability.

Based on the reason above, the researcher assumed that vocabulary has an important part in listening. Therefore, the researcher would like to know about the correlation between students' vocabulary mastery and listening comprehension and the researcher proposes the research title is: The correlation between students' vocabulary mastery and listening comprehension at the first semester of the seventh grade of MTs DiniyyahPutri Lampung in the academic year of 2017/2018.

Katibung – South Lampung in 2014/2015 Academic Year, (S1 Thesis IAIN RadenIntan Lampung, 2015)

⁵AfifFauzi, *The Correlation Between Students' VocabularyAchievement and Speaking Ability*, Jakarta: UIN SyarifHidayatullah, 2007

B. Identification of the Problem

Based on the background above, the problems can be identified as follows:

1. The students still have difficulties to understand what the speakers say.
2. The students are difficult to learn English especially in vocabulary and listening.

C. Limitation of the Problem

In this research, the researcher focused on the correlation between students' vocabulary mastery and listening comprehension at the seventh grade of MTs Diniyyahputri Lampung in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the background of the problem above, the researcher formulated the research problem as follows:

Is there a correlation between students' vocabulary mastery and listening comprehension?

E. Objectives of the Research

To know whether there is correlation between students' vocabulary mastery and listening comprehension.

F. Uses of the Research

The researcher expects the result of this research can be used as follows:

1. Theoretically

The result of the research is expected to be used to support the previous theory or generate new theory about the correlation between students' vocabulary mastery and listening comprehension.

2. Practically

a. For the students

The result of this research is to motivate the students in learning English, especially in vocabulary mastery and listening comprehension.

b. For the teacher

The result of this research is to encourage English teacher's awareness of the importance of the students' vocabulary mastery and its correlation to the listening comprehension.

c. For the school

The result of this research is expected to be able to motivate the school to improve the quality of learning English.

G. Scope of the Research

The scope of the research is:

1. Subject of the Research

Subject of the research was the first semester of the seventh grade of MTsDiniyyahPutri Lampung.

2. Object of the Research

Object of the research was to find out whether there is correlation between students' vocabulary mastery and listening comprehension.

3. Place of the Research

Research was conducted at MTsDiniyyahPutri Lampung.

4. Time of Research

Research was conducted at the first semester in the academic year of 2017/2018.